



Council for the Registration of Schools Teaching Dyslexic Pupils

Calder House School

Registration– Category DSP

1. *Date of visit:* July 2013-07-01
 2. *Name of Consultant(s):* Mrs Victoria Newhouse

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Calder House School Thickwood Lane Colerne Near Bath Wiltshire SN14 8BN Tel: 01225 742329 Fax: Email: head@calderhouseschool.co.uk Web: www.calderhouseschool.co.uk	Village	34 boys 14 girls	Dysc, Dysl, Dysp, P&S	BDA Dyspra xia Foundation
	Ind Day	Ages 5-12		KS2 SATS and English Speaking Board
Comments: National Curriculum. Speech therapist and OT consultant on site. Re-entry into mainstream education usually within three years.				

Please note:

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

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3. a) **Name and address of school:** Calder House School
Thickwood Lane
Thickwood
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Chippenham
SN14 8BN
- Tel: 01225 742329
Fax: xxxx
Email: head@calderhouseschool.co.uk
Web: www.calderhouseschool.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Mr. Andrew Day
Title (e.g. Principal): Head Teacher
Qualifications: Bachelor of Education (Hons)
Awarding body: University of Wales
- Consultant's comments: Previously at Cheltenham College Junior School, Mr Day has been at Calder House for five years. He relates enthusiastically to the children as well as being an effective administrator.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Mrs Fiona Devereux
Title (e.g. SENCO): Director of Studies
- Consultant's comments: Mrs Devereux has been at the school for eighteen years and is a teacher of wide experience in working with children who manifest Specific Learning Difficulties..*



Background and General Information

4. a) **Recent inspections:** June 2011 - OFSTED

Consultant's comments: Ofsted inspected the school in 2012 and found the quality of education to be outstanding and that the school fully met its aims, being particularly successful at reintegrating pupils back into mainstream education.

Independent Schools only

- b) **Current membership (e.g. HMC, ISA etc.):** CReSTed. Supporting member of BDA and Dyspraxia Foundation

- c) **Department of Education Registration Number:** 865/6024

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	34	34	6-13
	Girls:	14	14	6-13
Boarding:	Boys:			
	Girls:			
Overall total:		48	48	

Consultant's comments: since the last CReSTeD inspection the school has increased in size from 37 to 48, but maintains the same pupil:staff ratio.

- e) **Class sizes – mainstream:** Maximum of 8 average of 4

- f) **Class sizes - special needs:** Maximum of 8 average of 4

Consultant's comments: very small class sizes allow an entirely individual approach to the educational needs of each child.

DSP4
SPS5

- g) **Aims and philosophy of the whole school:**

The aim of the school, having admitted pupils who, because of a specific learning difficulty are under achieving in mainstream education, is to return them to mainstream schools, within a short time frame, with improved skill levels and restored self esteem. The school believes pupils with specific learning difficulties can be empowered to become independent learners and realise their cognitive potential.

Consultant's comments: last year's leavers demonstrated, through their 'value added' table, the high level of success that many achieved in meeting the aims of the school.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** provision for pupils' welfare was reported to be outstanding All pupils commented that they felt safe, secure and free from intimidation including bullying. ' Safeguarding arrangements are robust.'



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. a) **Qualifications, date, awarding body and experience of all learning support staff:**

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

Consultant's comments: the staff are well qualified with a range of academic distinctions and experience.

DSP, SPS 8

- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?** Yes

Consultant's comments: five of the eight mainstream teachers have qualifications in the teaching of dyslexic (SpLD) children. Mr Perks, Director of Studies and Leader of Science, also teaches literacy, has outstanding academic qualifications and is, clearly, highly knowledgeable and experienced in the field of dyslexia and other Specific Learning Difficulties.

DSP, SPS 9

- d) ***For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?*** the organisation of the timetable enables the teaching of subskills and the addressing of individual specific needs to be seamlessly integrated into the morning programme. The staff, clearly, understand the design of this scheduling and make the best possible use of it.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**

- **Identification and assessment**
- **Support for policy from Senior Management Team**
- **Support for policy from governors**

All our pupils will be underachieving because of specific learning difficulty and our policy aims to return them to mainstream education within a short time frame as effective independent learners.

The whole school is geared towards all 48 of our children achieving their potential and returning to mainstream school after a period of 2-3 years. SMT is fully behind this and attempts to support the staff as much as possible.

The Owners of the school are all members of the SMT and are fully supportive of the school.

Consultant's comments: a whole day assessment programme is undertaken before a place is offered. This enables the needs of each child to inform the school's provision of individual timetables. The Senior Management Team and owners of the school are fully supportive of the aims and philosophy. The small size of the school enables the staff to have detailed knowledge of the needs of every child they teach, and thus to tailor their lessons to address each individual's problems on a personal basis.

b) **Admission policy / selection criteria:**

Boys and girls will be aged between 5 and 13 and live near enough to the school to be day pupils. Pupils will be under achieving in relation to potential because of their specific learning difficulties. Pupils will be admitted whom it is anticipated will respond well to the remedial programmes and teaching specialisms available at Calder House School.

Consultant's comments: children are only admitted to the school following a very thorough assessment day and are selected both by need and their suitability to benefit from the methods used by Calder House.

Criterion 3

c) **Give specific examples of the whole school response to dyslexia (SpLD):**

As Calder House is a specialist school there is a whole school approach to all aspects of the daily routine. All lessons are structured to the needs of the pupils and there is no withdrawal from core subjects for remedial support. All pupils have an IEP from which their individual timetable is drawn up. This takes account of subskill deficits and learning strengths identified during the careful and thorough whole day assessment that occurs before a place at Calder House School is offered. Subskill deficits addressed in targeted remedial slots may include for example, gross motor, fine motor, auditory memory, language issues, visual perception, spatial perception, working memory program - Cog med. Thus remedial support is tailored to the needs of the individual, with pupil needs matching teacher skills. Staff with appropriate qualifications teach according to their strengths and small class sizes allow for necessary individual attention. Individual pupil timetables enable pupils to compensate for weaknesses and gain



literacy/numeracy skills, which are age appropriate. Annual results testify to the effectiveness of this personalised learning and targeted teaching. The organisation of the school day is designed to meet the individual needs of pupils and many tactics are employed to assist pupils with poor organisational skills and memory weaknesses. These include the colour coded timetable, and homework arrangements. There is provision for associated difficulties of poor motor control and coordination.

Consultant's comments: drawing on the individual, initial assessment, a pupil's timetable is tailored to meet their specific needs. Their teaching groups are then put together according to need, obviating the necessity for withdrawal. The colour coding of timetables and class areas, together with homework demands, exemplifies a whole school but individual approach.



School Organisation

7. a) **How is the week organised?**

Monday to Friday 0830 – 1550.

0830 – 0850: Registration

0850 – 0910: Either Whole School/class/house assembly or RE/PSHE lessons

0910 – 1055: 3x35 minute lessons focussing on literacy/numeracy or subskills

1055 – 1120: Break

1120 – 1230: 2x35 minute lessons focussing on literacy/numeracy or subskills.

1230 – 1300: Reading Period

1300 – 1345: Lunch Break

1345 – 1405: Reading Period

1405 – 1550: 3x35 minute lessons focussing on all other NC areas

1550 – De-registration

Consultant's comments: the emphasis, in the morning, is placed on literacy and numeracy, demonstrating the primary importance the school attaches to these skills. The subskills programme, which also takes place throughout the morning, aims to identify and address the specific subskills that each individual lacks and which are hindering the progress of the core skills. The afternoon complements this policy, by emphasising other areas of the National Curriculum.

b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:**

All pupils are set reinforcement homework in numeracy and literacy every evening. They are expected to do 10 minutes reading reinforcement with their parents, 10 minutes Maths reinforcement and 10 minutes English work which is primarily aimed at improving spelling. Older pupils preparing for returning to mainstream do half termly essays for History/Geography. Exam revision is set as appropriate. Pupils are given their homework to put in a homework bag, at the end of the school day. The teachers ensure that the correct books, and instructions for homework are in the bags of each pupil. A parent/teacher contact book is maintained.

Consultant's comments: the involvement of parents, in the daily homework arrangements, helps ensure that they are part of their children's educational process. Care is taken to ensure that homework reinforces work covered during the day, rather than presenting new material. Homework diaries are fundamental to the interplay between teacher, child and parent.



Identification and Assessment

Criterion 1
DSP &
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** Every child interested in joining Calder House School is assessed fully by the Senior Mistress, Fiona Devereux. Our Speech and Language Therapist will also assess the child and he/she will also sit a maths assessment.

Consultant's comments: each child starts at Calder House with an IEP based on their individual assessments. This is regularly updated in the light of progress made.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** All our children are on individual timetables set up to meet their needs. This is a whole school provision.

Consultant's comments: the consultant confirms that each child has an individual learning programme which provides him or her with a daily route map.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** All children during their assessment day at school will undertake a barrage of assessments. We admit only pupils who are underachieving for potential because of SpLD difficulties.

Consultant's comments: full assessment takes place on entry to Calder House. Throughout the year there are ongoing assessments for Speech and Language, Occupational Therapy, working memory, reading and spelling. Weekly meetings and referral documents flag up any children whose profile might have changed.



Teaching and Learning

Criterion 3,
MS & DU
12; MS &
SC 17; MS
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

Subject leaders are responsible for drawing up and developing the scheme of work to be followed by all staff teaching their subject. This information is stored in the Head's office and with the individual subject leaders and may be accessed by all staff. Individual teachers are responsible for designing their own lesson plans and for liaising with support staff where necessary. This is overseen and monitored by the Head and Senior Mistress. Pre term and mid term workdays enable time for liaison between departments and, where necessary, collaborative preparation of lessons and resources. The remedial curriculum is delivered through each pupil's individual learning programme. Half termly staff assessment carefully tracks the progress of learners in the acquisition of improved sub skills. Because of the spikey profiles of our pupils, some will be in advance of chronological expectation in some curriculum areas, and these we try to stretch. Learning is focused on multisensory teaching in small cumulative steps with much reinforcement. Pupils' confidence and self-esteem develops so that they feel confident to risk failure and attempt new tasks. When the time comes to move to their next school they approach this change with enthusiasm and confidence. Children become effective independent learners able to access the curriculum for themselves. Only teachers with additional SpLD qualifications teach literacy. Every 6 weeks all subject teachers meet to discuss pupil learning profiles in detail and note differentiation and other needs required. This meeting is attended by all staff including SLT and one to one support specialists.

Consultant's comments: all lessons observed were of a good standard. Each teacher explained, with clarity, the learning objectives for the session. Children were given specific, individual, lesson targets with extension work suggested and encouraged. Understanding was regularly checked and reinforced, as was the use of key words and new vocabulary. Cross curricular links were employed. A review of previous learning, what had been learned during the lesson and an outline of future objectives, formed the structure of most lessons. Outstanding lessons were observed in both science and English.

b) **Use of IEP's:**

Consultant's comments: considerable care is taken in maintaining and updating IEPs. The initial production is very good but their application could be improved by the employment of specific, measurable, achievable, realistic and timely (SMART) targets rather than what were general and ongoing objectives.

c) **Records and record keeping:**

A large strength and weaknesses chart of all 48 children is kept updated by the Director of Studies. This is used to inform the Head/DoS of any needs not currently met. Our Occupational Therapist and Speech and Language Therapist also assess the children regularly to inform our



planning. Each child in addition to his/her IEP also has termly target sheets where his/her core teachers and all subskills teachers target specific areas for each child. These target sheets are taken in at the end of the term and the outcomes written before new targets are set. A Blue Curriculum Book is kept on every child identifying their National Curriculum Level in all subject areas. All statemented children have all annual review documentation as well as the above.

Consultant's comments: since the last Ofsted inspection the school has implemented a broad and comprehensive recording regime, which provides both teachers and the school with detailed data relating to a child's strengths and weaknesses. This dynamic system, which is continuously updated, is designed to inform the approach to each child and to reveal areas of individual need. Weekly subskills, meetings and six-weekly review meetings, by all the staff, ensure that relevant information is shared, and that children's IEPs are constantly and consistently relevant.

f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:**

All pupils are entered for the English Speaking Board examinations which are held in school at the end of the Spring term. In 2013 we achieved a 100% pass rate with 50% achieving Distinction! (Please see attached)

All children are entered for swimming awards. The results of these for 2013 are shown in the table below.

Type of Award	Number of Qualifying Pupils
ASA Duckling Rainbow 10m Award	5
ASA Distance Rainbow 25m Award	7
ASA Distance Rainbow 50m Award	7
ASA Bronze Speed Award	2
National Curriculum Award for Water Safety	11
National Curriculum Award for Water Skills Grade 1 - 1	
National Curriculum Award for Water Skills Grade 2 - 2	

2013 (47 pupils entered) ENGLISH SPEAKING BOARD

Distinction: 23
Merit Plus: 21
Merit: 2
Good Pass: 1
Fail: 0

Consultant's comments: impressive results were achieved in KS2 English. The headmaster has now taken over responsibility for monitoring the delivery of KS2 maths. The successes, in both the English Speaking Board exams and swimming, are excellent examples of the emphasis placed by the school on the enhancement of self esteem and a sense of achievement.



- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**
Extra time/transcripts/amanuensis requested as required for KS2 SATs and internal school exams.
Consultant's comments: care is taken to ensure that pupils are given the help to which they are entitled.
- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** the children were highly appreciative of all that Calder House gives them. They are very much aware of the high level of pupil teacher contact and the way in which each one of them is valued and cherished. Some more interesting reflections included "... we can be independent here... the small classes, let us concentrate... the teachers and headmaster join in playtimes... we are all friends together."*



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Literacy and Numeracy are taught by specialist teachers both 1:1 and in class groups. Speech and language support including support for weak auditory memory and poor listening skills is provided where necessary. Gross and fine motor exercises as well as exercises designed to develop spatial awareness and visual memory including handwriting (Teodorescu Perceptuo-motor programme) are directed by the school's OT and taught by experienced TAs. These form an integrated part of the remedial curriculum. There is a good range of computer software for numeracy and literacy reinforcement, including specific programs for remedial teaching. The ARROW system is in daily use, Sound Linkage and Phonological Awareness training is used as well as specialist spelling programmes such as Nessy and Spelling Made Easy and COG MED.

Consultant's comments: much thought has gone into the provision and use of a wide range of resources including 'CogMed', a working memory, computer based, training programme, ICT resources and an outdoor covered play area, which is designed to encourage the development of motor skills

b) **Library:**

A small school library is in the entrance hall to School House. This has a range of fiction and non-fiction books for the children. A mobile library visits every two weeks to supplement the stocks of books in each classroom. The school also has 8 kindles and 4 i-pads which have a large number of books downloaded on to them. Barrington Stoke books and Magic Belt books, which have a low reading age but higher interest, are specifically aimed at older pupils to encourage an interest in reading. Stories are read by staff to the children at lunchtime while they eat.

Consultant's comments: since the last CReSTeD inspection the small library has gained improvements in technological support. There is a good range of interesting reading schemes, supplemented by visits from the local, mobile library. The Kindles and Ipads support this facility

c) **ICT:**

There is a well resourced and equipped ICT room with internet access. Every pupil has an email address and there is structured ICT teaching as part of the curriculum. Teachers are actively encouraged to use this facility to enhance their teaching across the curriculum as well as for remedial work. ICT is constantly used in literacy and numeracy lessons and it is being increasingly used for research and recording work in other subject areas. We have an interactive whiteboard with radio connectivity in the hall for general use. We have a second ICT suite for individual remedial work using various CD programmes like Numbershark, Nessy, Starspell, Type to learn, etc. There are also 4 IWB spread throughout the school which are used to help with the delivery of the lessons at the school.

Consultant's comments: significant improvements of ICT provision have been achieved with the purchase of four whiteboards. Two ICT suites, with eight and six computers, respectively, allow individual class-based use.



Statement of Special Educational Needs

11. a) **School policy:**
Due to our location we currently have statemented children from three different Local Authorities. 11 out of the 48 children at school have statements of Special Education needs.

Independent
Schools
only

- b) **Types of statemented needs accepted:**
Specific learning difficulties, but not if there are emotional/behavioural problems of a disruptive nature.

Consultant's comments: the policy of non admission of children with behavioural problems, results in a noticeably harmonious atmosphere pervading the school.

- c) **Number of statemented pupils:** 11 out of 48 children at the school.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Independent Schools only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** all parents contacted were universally eulogistic about the school. Typical comments were, "... doing work never imagined in our wildest dreams... confidence restored...now loves books." All parents would recommend the school and gave it a score of ten out of ten!



14. *For completion by consultants only:*

Summary of Report including whether acceptance is recommended:

Calder House School has clear and simple objectives. The identification and remediation of educational difficulties enables the children to return to the mainstream productively, happily and with confidence. A highly personalised approach, stemming from detailed knowledge of every child, has resulted in many pupils, making outstanding progress.

The children were polite, charming, helpful and gentle, exemplified by two remarks addressed to the consultant..."We are like a puzzle where everybody fits together." and "I wish the school was bigger so that more children could benefit from what we have."

I fully endorse the re-registration of Calder House as a DPS category school.

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DSP
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
4. The school is established primarily to teach pupils with Dyslexia (SpLD).	<input checked="" type="checkbox"/>
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	<input checked="" type="checkbox"/>